

FACULTY WORKSHOPS: WINTER 1993

Teaching for Learning: How well is it going?

The only purpose of teaching is to promote student learning. In this session, you will be introduced to a number of easy-to-use methods for getting information about the impact your teaching is having on your students' learning.

Date: Tuesday, January 19, 1993
Time: 9:00 - 12:00

Place: SGW, LB 553-6
Leader: Ron Smith

Bridging the Gap in Assigning Papers

When teachers give written assignments, they have expectations about the kinds of papers and the kinds of student learning that should result. No matter how clear the assignment instructions seem to be, however, there are always students who respond in a far different way than expected.

This workshop is designed to help faculty better understand why students have difficulty meeting their expectations. Mary Mar and Mary O'Malley, Learning Specialists in Concordia's Counselling and Development Department, will present research on students' assumptions that interfere with their ability to meet assignment goals. Then, participants will use one of their own assignments to explore ways of bridging the gap so that their students write better papers.

Date: Tuesday, January 26, 1993
Time: 9:30 - 12:00

Place: SGW, H 440
Leaders: Mary Mar and Mary O'Malley

Bring in a copy of one of your written assignment instruction sheets

Cooperative Learning II

Cooperative Learning (CL) offers a systematic and effective method to encourage students to work collaboratively in groups. As a follow-up to our first session last October, we will review the basic principles and components of CL. In the afternoon portion, participants will design their own lesson plan using CL principles.

Date: Friday, January 29, 1993
Time: 9:00 - 4:00

Place: SGW, LB 579
Leaders: Bette Chambers and Catherine Poulsen, Centre for the Study of Classroom Processes

Solving Difficult Problems in Teaching

For many teachers the most difficult problems in teaching are the interpersonal ones. How do you motivate students? Criticize students? Or confront students who are disrupting your class? In this workshop we will examine a case study, from a real teaching situation, where a professor felt a student was attempting to challenge her authority. We will identify those strategies which limit our effectiveness in solving difficult interpersonal problems in teaching.

Date: Monday, February 8, 1993
Time: 9:00 - 12:00

Place: SGW, LB 553-6
Leader: Ron Smith

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The Development of the Teaching Dossier: Documenting teaching accomplishment

The teaching dossier is one means of recording teaching accomplishment for the purpose of professional improvement and performance review. This workshop will provide useful examples, tips on compilation, and guidelines to get you started immediately on the preparation of your teaching dossier, as well as provide the opportunity to discuss issues concerning its use.

Date: Thursday, February 11, 1993
Time: 9:00 - 12:00

Place: Loyola, LB 2490 West Broadway
Leader: Ron Smith

Inequity in the Classroom

This is a multimedia package produced by the Office on the Status of Women here at Concordia. It contains a 26-minute video and a workshop manual. Together they provide answers to such questions as: What is inequity in the classroom? How does it manifest itself? What effect does it have on students? How can an inclusive learning environment be created in the classroom?

There will be a presentation of the multimedia package and a screening of the video. Following this, participants will be invited to discuss the material and how they might apply some of the suggestions to their own work in the classroom.

Date: Wednesday, February 17, 1993
Time: 10:00 - 12:00

Place: SGW, LB 553-6
Leader: Marjorie MacKinnon

Bridging the Gap in Responding to Papers

When it comes to correcting and commenting on students' papers, **more isn't better**. Overcorrecting is more hurtful than helpful because students get discouraged by criticism.

Mary Mar and Mary O'Malley of Concordia's Counselling and Development Department will share research findings on what kinds of comments students find helpful for improving their writing. Then participants will be given the opportunity to try out some practical strategies for responding to student writing on one of their own student's assignments.

Date: Tuesday, March 9, 1993
Time: 9:30 - 12:00

Place: SGW, H 440
Leaders: Mary Mar and Mary O'Malley

Bring in a photocopy of one of your student's written assignments

→ Reading Club: "Inclusive Teaching"

This is an opportunity for faculty to meet colleagues to read, learn and discuss pedagogical issues and methods associated with respecting diversity in the classroom. To receive your copies of the readings, please call 2495.

Dates: Friday, March 12, 19, 26
Time: 12:00 - 1:30

Place: SGW, LB 553-6
Leader: Marjorie MacKinnon

TO REGISTER FOR THE ANY OF THE ABOVE WORKSHOPS, PLEASE CALL THE LEARNING DEVELOPMENT OFFICE AT 2495.